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A SURVEY OF THE ATTITUDES TOWARD PHYSICAL
EDUCATION AT PRAIRIE VIEW A. & M. COLLEGE



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A SURVEY OF THE ATTITUDES TOWARD PHYSICAL EDUCATION
AT PRAIRIE VIEW A. & M. COLLEGE

A Thesis

Presented to

the Graduate Division of

Prairie View Agricultural and Mechanical College

In Partial Fulfillment

of the Requirements for the Degree

Master of Science

by

Barbara J. Jacket

May, 1968

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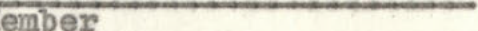
By


Barbara J. Jacket


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The writer wishes to express her sincere appreciation to all who made this study possible.

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friend, Miss Joyce Cole.

B. J. J.

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CHAPTER I

INTRODUCTION

The Physical Education program of today is the product of a long historical evolution.

In the dawn of man's existence, he developed certain patterns of movement which enabled him to survive the multiple hazards of his environment. He walked, ran, jumped, climbed, threw, and caught; all the activities of his daily existence were a repetition of these motor movements. These movements remain basic to human motor activities today; generally referred to as man's racial characteristics.

Modern physical education has been influenced by the racial characteristics of man and the environment that have affected him throughout history. Knowing how primitive man reacted to certain stimuli and the understanding of the nature of his society enabled the teacher of physical education to be aware of the attitudes of the student toward physical education in this present day's educative process.

This study attempts to point up and to discover the attitudes of a segment of the population at Prairie View A. and M. College toward physical education.

The Statement of the Problem

The writer undertook this task, because it is felt that it is a much needed one. It has been found that many persons, both faculty and students, feel that it is a waste of time to have students take physical education. The survey is done in an attempt to reveal their candid opinions concerning this attitude and the basis for the same.

Importance of the Study

Physical Education is an important part of general education. However, like any other subject, Physical Education loses many of its true values if it is separated from other subjects of the general curriculum.

The importance of the study is to analyze the stated attitudes toward physical education as well as to reveal the attitudes that are being developed toward Physical Education at Prairie View A. and M. College, Prairie View, Texas.

Definition of Terms

Survey. A survey is a statement of the results that are found from an experiment or examination.

Attitude. Attitude is the behavior or conduct of a person that would probably be indicating an opinion of a

certain situation.

Physical Education. Physical Education is an integral part of the total education process and has as its aim the development of the physically, socially, emotionally, and mentally fit people through physical activities which have been selected with a view to realizing these outcomes.

Prairie View A. and M. College. Prairie View is a small community with a college of about 3,000 students. It is located 45 miles from Houston, Texas.

Limitations

This study is limited to some members of the faculty, graduate students, undergraduate students at Prairie View A. and M. College that were enrolled during the Spring semester of 1966, and of the high school students who participated in the summer 1967 Upward Bound Program.

The study in itself is not entirely inclusive due to the necessary limitation of the sampling. However, it is felt that the random sampling does, to a major degree, reflect the feelings of many of the persons directly or indirectly involved with the future of the Physical Education Program here at Prairie View A. and M. College.

Methods and Procedures

One of the major sources of information in this study

will be the library. Another means of securing data for this will be through questionnaires to faculty members, graduate students, undergraduate students at Prairie View A. and M. College, and high school students who participated in the summer of 1967 Upward Bound Program.

A study of the evaluation of attitudes was made by Duffy.¹ As a result of the study, the following conclusions were suggested.

1. There are characteristic differences between the evaluative attitudes of students in different fields of study within different colleges, between individuals in different occupations, between individuals who score differently on the Illinois Vocational Interest Blank, and between men and women.
2. Evaluative attitudes are definite though perhaps not closely related to academic achievement.
3. Evaluative attitudes are pervasive, enduring, and above all, generalized traits of personality.

Garr, in her study of relationship and selected attitudes, stated that her purpose was to determine the relationship between success and Physical Education and selected attitudes of high school American girls.²

¹Winifred Duffy, "A Critical Review of Investigations Exploring Types of Evaluative Attitudes," *Psychological Bulletin*, LXVII (1940), pp. 557-611.

²Patricia G. Garr, "The Relationship Between Success in Physical Education and Selected Attitudes Expressed by High School American Girls," *Journal of Physical Education*, LVI (October, 1955), pp. 172-174.

CHAPTER II

RELATED SUBJECTS TO THIS STUDY

A study of the evaluation of attitudes was made by Duffy.¹ As a result of the study, the following conclusions were suggested.

1. There are characteristic differences between the evaluative attitudes of students in different fields of study within different colleges, between individuals in different occupations, between individuals who score differently on the Strong Vocational Interest Blank, and between men and women.
2. Evaluative attitudes are definite through perhaps not closely related to academic achievement.
3. Evaluative attitudes are persuasive, enduring, and above all, generalized traits of personality.

Carr, in her study of relationship and selected attitudes, stated that her purpose was to determine the relationship between success and Physical Education and selected attitudes of high school freshmen girls.²

¹Elizabeth Duffy, "A Critical Review of Investigations Employing Test of Evaluative Attitudes," Psychological Bulletin, XXXVI (1940), pp. 597-611.

²Martha G. Carr, "The Relationship Between Success in Physical Education and Selected Attitudes Expressed by High School Freshmen Girls," Research Quarterly, XVI (October, 1945), pp. 179-191.

For the sake of better guidance in Physical Education classes, it would seem advisable for teachers to make themselves aware of the attitude of their students. If undersirable attitudes are obstacles to learning, it would follow that the removal of those obstacles should facilitate learning. Students who will be handicapped by poor attitudes would be helped just as the students who are physically handicapped are helped.

Newson made a study of attitudes toward physical education. He found that compulsory participation in physical education classes frequently resulted in some degree of resentment on the part of the students. While in extreme cases it may be exhibited by rebellion on the other overt action, it may usually be expected to be milder in form, requiring special techniques for its observation. Certain individuals have made a general tendency to "gripe," or it may be that certain types of situations cause certain individuals to "gripe." Ability or physical capacity may influence attitudes.³

In his conclusion he stated that there is a difference in the general types of things which among the group of boys to whom instructors independently assigned a rating of good attitudes toward physical education and the group assigned

³Edward Newson, "Specific Annoyance in Relation to Student Attitude in Physical Education Classes," Research Quarterly, XX (October, 1943), pp. 336-347.

a rating of poor attitudes. Boys who are in the good attitude group are annoyed by items which might be expected to bother the good boy "types," which in the poor attitude group there seem to be a suggestion of "rebellion" toward compulsory physical education. While certain sources of annoyances could be removed (lack of cleanliness and inadequate facilities), most of them are mature that involves the personality or behavior of other students or instructors.

A further study on attitudes toward physical education was made by Wear.⁴

The purpose of this study was to attempt to develop an instrument which would enable one to make a reliable and valid assessment of the direction and intensity of individual and group attitudes toward physical education as an activity course. There are several limitations and obstacles which must be considered when one attempts to make an objective evaluation of people's attitudes. There are also some precautions which must be taken if the results are to be of maximum value.

Responses were secured from 494 men students. This was an unselected sampling of the total number of less than 680 students in the required program. Through responses to

⁴Carlos L. Wear, "The Evaluation of Attitudes Toward Physical Education As An Activity Course," Research Quarterly, XX (March, 1951), pp. 114-126.

a relatively small number of statements related to the outcomes sought by means of a physical education activity, it is possible to secure a reliable and valid evaluation of the attitudes toward physical education.

Hazelton and Pieper in their study on scale values, reported that it is the practice at Purdue University to interview each student after her physical examination and advise her as to her fall registration on the basis of her health grade, her previous physical education experience, her interests, and her needs. The majority of the freshmen women come from small high schools where the physical education program had been meager, with little or no outdoor fall activity except baseball or a little soccer. With a system of free elective and no guidance, most of the students would choose tennis or swimming as their fall activity if interest alone was considered. The staff felt that to have freshman women in a group activity such as a team game, perhaps more surely or more easily than from an individual sport, she should be directed into a team game for her fall activity for the special values to be obtained. This study was set up in an effort to determine whether there was any justification for these hypothesis.⁵

⁵Helen W. Hazelton and Junerose Pieper, "Study of the Social Values of a Team Game and of Two Individual Sports as Judged by the Attitudes of Freshman College Women," Research Quarterly, XI (May, 1960), pp. 45-59.

A questionnaire was devised to estimate whether there were any differences in the attitudes in respect to some social traits of students taking individual sports as compared with the attitudes of those taking team game activities.

The conclusions were, freshmen students taking a team game as part of their physical education required program feel more strongly about certain social traits than do students taking individual sports. The department concludes that it is a good policy to advise newly entering freshmen women to elect a team sport in their first quarter of work at the university, as an opportunity for social development.

Thurnstone, in his study, "Attitudes Can Be Measured," stated that an attitude is a complex affair which cannot be wholly described by any single numerical indexes. There is a difference expressed by man's opinion does not necessarily mean the prediction of what he will do.⁶

The purpose of this paper is to discuss the problem of measuring attitudes and opinions and to offer a solution for it. The very fact that one offers a solution for a problem so complex as that of measuring differences of opinion or attitude on disputed social issues makes it

⁶L. L. Thurstone, "Attitudes Can Be Measured," The American Journal of Sociology, XXXIII (January, 1928), pp. 529-554.

evident from the start that the solution is more or less restricted in nature and that it applies only under certain conditions.

It is legitimate to determine a central tendency for the frequency distribution of attitudes in a group. Several groups of individuals may be compared in regards to the means of their respective frequency distributions of attitudes. The difference between the means of several distributions may be directly compared because of the fact that a rational base line has been established. Such comparisons are not possible when attitudes are ascertained merely by counting the number of endorsements to separate statements whose scale differences have not been measured.

Drink Water also did a study on measurement of attitudes. He developed an attitude inventory to measure the attitudes of high school girls. The importance of attitudes cannot be overlooked by those interested in encouraging high school girls to choose a career in physical education. Studies have indicated that attitudes are not rigid, unyielding elements of the personality, but they can be changed through experience and knowledge. To ascertain whether or not recruitment programs have been successful in encouraging favorable attitudes toward the profession of physical education, it is helpful to have an objective means of measuring such attitudes of high school

girls toward physical education as a career for women.⁷

An attitude is defined by Thurstone, "as a word used to denote the sum total of a man's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, and convictions about any specific topic." Likert modifies this definition slightly by adding that, "an attitude is not an inflexible and rigid element in personality, but rather a certain direction in which responses move." Any measurement of attitude contains certain limitations and restrictions. In order to obtain an evaluation of a girls attitude, she must be encouraged to respond to the inventory items carefully and truthfully.⁸

From the analysis of this data, the writer concluded that, if considered in view of the limitations inherent in all attitude standards, the scores obtained on the attitude inventory may be taken as an indication of the attitude of high school girls toward physical education as a career for women.

Baker made a study of factors that influence girls participation in physical education. The purpose of this

⁷Barbara L. Drink Water, "Development of An Attitude Inventory to Measure the Attitude of High School Girls Toward the Attitude as a Career for Women," Research Quarterly, XXX (December, 1960).

⁸Thurstone, op. cit., p. 556.

study was to develop on the premise that such behavior is normal and may be described to certain definable causes. In the light of predetermined factors, the participation in physical education of selected groups of girls and women who were college age, but not necessarily in college were examined. From an almost inexhaustible gamut of forces which may effect behavior in physical education, eleven items were chosen to be used here. These factors were of a physical and psycho-physical nature, intimately associated with participation in physical education.⁹

The data revealed that certain of the factors were more significant than others in their influence on participation in physical education attitudes. These have been arranged in order of importance. (1) Academic environment, (2) menarcheal age, (3) chronological age, (4) deviation from menarche, (5) length of experience, (6) skilled performance, (7) gymnasium costume, (8) bodily weight, (9) formal training, (10) team membership, and (11) time spent in activity.

Baker finally concluded, based upon the specific finding that:

1. Girls and women have specific habits of activity.

⁹March C. Baker, "Factors Which May Influence the Participation in Physical Education of Girls and Women 15-25 Years of Age," Research Quarterly, IX (May, 1940), pp. 126-131.

The habits are modified as the girls mature, they tend to become less strenuous and more merchanzized with the emphasis on the role of the spectator.

2. Factors which produce these changes seem to be of social and physical origin chronological and menarcheal age affect modification in participatory behavior which are opposite. Greater menarcheal age prolongs participation in physical education, whereas, it decreases with greater chronological age.
3. The psycho-physical factors investigated in this study seem to exert very slight influence on participation in physical education attitudes.
4. The heterogenous character of the activity pattern fosters a conclusion that the voluntary activity habits of girls and women are largely unpremediated.¹⁰

Wear indicated in his study of Construction of Equivalent Forms of an Attitude Scale that the study was made to attempt the construction of two forms of a physical education attitude scale which are equivalent in the usual educational sense. The forms have been shown to be statistically reliable. Scores on the forms have been shown to correlate highly with other measures of attitude and to differentiate at high levels of confidence between certain groups of subjects. Standards of equivalence have been proposed and followed in the construction. A very high correlation exists between scores on the two forms. On the basis

¹⁰Ibid., p. 132.

of this evidence we believe these two forms are desired. They should be particularly useful in determining attitude changes resulting from such brief exercises as, watching a demonstration, viewing a film, or taking part in some activity.¹¹

Vincent in her study of the attitudes of college women toward physical education and the relationship to success in physical education indicates that:¹²

1. College women express appreciation of the contributions of physical education to all values examined. The greatest contributions was to the physiological-physical category of values.
2. Attitudes of college women are generally favorable toward physical education, with those students holding more favorable attitudes enrolling in such courses as gymnastics and tennis.
3. There is a significant relationship between expressed attitudes and success in physical education, with the higher significance according to those subjects expressing more favorable attitudes.
4. No conclusion is drawn as to the cause and effect relationship between attitudes and success.

It has been stated by Keogh in his study of "Extreme

¹¹C. L. Wear, "Construction of Equivalent Forms of An Attitude Scale," Research Quarterly (1955), pp. 26:117.

¹²Marilyn F. Vincent, "Attitudes of College Women Toward Physical Education, and Their Relationship to Success in Physical Education," Research Quarterly (1967), pp. 38:126:30.

Attitudes Toward Physical Education" that in testing the full range of response, a total difference between extreme groups was demonstrated on all but one item: men and women within extreme groups were not significantly different on a single item. Rather than leaving a clue that certain items, and therefore, certain aspects of attitude, were responsible for extreme sources, the subjects presented a generalized high or low attitude.¹³

Brumback and Cross in their study of attitudes toward physical education of male students entering the University of Oregon concluded that:¹⁴

1. Students entering the University of Oregon for the 1960 fall term had attitudes toward physical education that were significantly more favorable than those found in two earlier studies which used the same instrument on somewhat comparable groups.
2. Participation in a high school athletic program appears to have a salutary effect upon one's attitude toward physical education.
3. The more years of physical education a high school student has, the better his attitude toward physical education is likely to be.
4. If a student attends a small high school (enrollment under 300), he is more apt to have a better attitude.

¹³Jack Koegh, "Extremes Attitudes Toward Physical Education," Research Quarterly (1963), pp. 34:27-30.

¹⁴Wayne B. Brumback and John A. Cross, "Attitudes Toward Physical Education of Male Students Entering the University of Oregon," Research Quarterly (1965), pp. 36:15-16.

CHAPTER III

INTRODUCTION TO ANALYSIS OF DATA

The questionnaire used in collecting this data was devised as a result of a group of 40 questions, submitted by a group of graduate students. They felt that these questions would indicate the attitudes of a wide range of people, involved in Physical Education.

The total list of questions were submitted to a group of Professional Physical Educators and the total list was revised to a final questionnaire of 11 questions. The jury felt that this list allowed for a basic range of responses, indicating attitudes toward Physical Education.

The questions were submitted to the following groups of people, men and women, high school students, etc.

A total of 403 persons were surveyed; the following was the breakdown of responses:

High School Students	86
Undergraduate Students	159
Graduate Students	114
Faculty Members	16
School of Agriculture	13
School of Arts and Sciences	223

Biology	14
Business Education	44
Elementary Education	39
English	3
School of Engineering	27
School of Home Economics	14
School of Industrial Education	24
School of Nursing	6

The questionnaire was then placed on IBM Key Punch Cards, sorted to classification, and answers recorded. Descriptive charts were devised with percentage listed. The charts are self explanatory.

CHART I

GENERAL ATTITUDES OF TOTAL GROUP

QUESTIONS	YES	NO	TOTAL	PER- CENT YES	PER- CENT NO	PER- CENT TOTAL
I like Physical Education	371	32	403	92	8	100
Recreational activities are an important part of my life	338	65	403	84	16	100
Physical Education should be discontinued	23	380	403	6	94	100
Physical Education develops only the body	43	360	403	11	89	100
Physical Education is an integral part of the Education process	362	41	403	90	10	100
Athletics is physical education	257	146	403	64	36	100
Physical education does not have the same academic prestige and importance as other courses	190	213	403	47	53	100
Physical fitness and physical education are the same	141	262	403	35	65	100
Top athletes and band members should be excused from physical education classes	73	330	403	18	82	100
A good physical education program for men and women is important in developing the individual	332	71	403	82	18	100
Do you have recreational activities during leisure time	373	30	403	93	7	100

CHART II

COMPARATIVE ANALYSIS OF MEN AND WOMEN

QUESTIONS	WOMEN			WOMEN			MEN			MEN		
	YES	NO	TOTAL	PER- CENT YES	PER- CENT NO	PER- CENT TOTAL	YES	NO	TOTAL	PER- CENT YES	PER- CENT NO	PER- CENT TOTAL
I like physical education	133	19	152	88	12	100	226	25	251	90	10	100
Recreation activities are an important part of my life	118	34	152	78	22	100	209	42	251	83	17	100
Physical education should be discontinued	4	148	152	3	97	100	23	228	251	9	91	100
Physical education develops only the body	7	145	152	5	95	100	39	212	251	16	84	100
Physical education is an integral part of the education process	134	18	152	88	12	100	19	232	251	8	92	100
Athletics is physical education	105	47	152	69	31	100	140	111	251	56	44	100
Physical education does not have the same academic prestige and importance as other courses	79	73	152	52	48	100	123	128	251	49	51	100
Physical fitness and physical education are the same	47	105	152	31	69	100	71	180	251	28	72	100
Top athletes and band members should be excused from physical education classes	25	127	152	16	84	100	61	190	251	24	76	100
A good physical education program for men and women is important in developing the individual time	124	28	152	82	18	100	201	50	251	80	20	100
Do you have recreational activities during leisure	138	14	152	91	9	100	221	30	251	88	12	100

CHART III

ANALYSIS OF FACULTY MEMBERS' ATTITUDES

QUESTIONS	YES	NO	TOTAL	PER- CENT YES	PER- CENT NO	PER- CENT TOTAL
I like Physical Education	13	3	16	81	19	100
Recreational activities are an important part of my life	3	13	16	19	81	100
Physical Education should be discontinued	2	14	16	12	88	100
Physical Education develops only the body	2	14	16	12	88	100
Physical Education is an integral part of the education process	12	4	16	75	25	100
Athletics is physical education	9	7	16	56	44	100
Physical education does not have the same academic prestige and importance as other courses	10	6	16	62	38	100
Physical fitness and physical education are the same	4	12	16	25	75	100
Top athletes and band members should be excused from physical education classes	1	15	16	6	94	100
A good physical education program for men and women is important in developing the individual	11	5	16	69	31	100
Do you have recreational activities during leisure	16	1	16	6	94	100

CHART IV

ANALYSIS OF GRADUATE STUDENTS' ATTITUDES

QUESTIONS	YES	NO	TOTAL	PER-CENT		PER-CENT TOTAL
				YES	NO	
I like physical education	110	4	114	96	4	100
Recreational Activities are an important part of my life	107	7	114	94	6	100
Physical education should be discontinued	5	109	114	4	96	100
Physical education develops only the body	8	106	114	7	93	100
Physical education is an integral part of the education process	8	106	114	7	93	100
Athletics is physical education	62	52	114	54	46	100
Physical education does not have the same academic prestige and importance as other courses	64	50	114	56	44	100
Physical fitness and physical education are the same	30	84	114	26	74	100
Top athletes and band members should be excused from physical education classes	12	102	114	11	89	100
A good physical education program for men and women is important in developing the individual	14	100	114	12	88	100
Do you have recreational activities during leisure time	104	10	114	91	9	100

CHART V

ANALYSIS OF HIGH SCHOOL STUDENTS' ATTITUDES

QUESTIONS	YES	NO	TOTAL	PER- CENT YES	PER- CENT NO	PER- CENT TOTAL
I like physical education	77	9	86	90	10	100
Recreational activities are an important part of my life	74	12	86	86	14	100
Physical education should be discontinued	10	76	86	12	88	100
Physical education develops only the body	16	70	86	19	81	100
Physical education is an integral part of the education process	79	7	86	92	8	100
Athletics is physical education	13	73	86	15	85	100
Physical education does not have the same academic prestige and importance as other courses	31	55	86	36	64	100
Physical fitness and physical education are the same	39	47	86	45	55	100
Top athletes and band members should be excused from physical education classes	25	61	86	29	71	100
A good physical education program for men and women is important in developing the individual	62	24	86	72	28	100
Do you have recreational activities during leisure time	79	7	86	92	8	100

CHART VI

ANALYSIS OF UNDERGRADUATE STUDENT ATTITUDE

QUESTIONS	YES	NO	TOTAL	PER- CENT YES	PER- CENT NO	PER- CENT TOTAL
I like physical education	147	12	159	92	8	100
Recreational activities are an important part of my life	132	27	159	83	17	100
Physical education should be discontinued	6	153	159	4	96	100
Physical education develops only the body	13	146	159	8	92	100
Physical Education is an integral part of the education process	142	17	159	89	11	100
Athletics is physical education	98	61	159	62	38	100
Physical education does not have the same academic prestige and importance as other courses	75	84	159	47	53	100
Physical fitness and physical education are the same	53	106	159	33	67	100
Top athletes and band members should be excused from physical education classes	27	132	159	17	83	100
A good physical education program for men and women is important in developing the individual	20	139	159	13	87	100
Do you have recreational activities during leisure time	148	11	159	93	7	100

CHART VII

ANALYSIS OF THE SCHOOL OF AGRICULTURE

QUESTIONS	YES	NO	TOTAL	PER-CENT		PER-CENT TOTAL
				YES	NO	
I like Physical Education	13	0	13	100	0	100
Recreational activities are an important part of my life	11	2	13	86	14	100
Physical Education should be discontinued	0	13	13	0	100	100
Physical education develops only the body	2	11	13	14	86	100
Physical Education is an integral part of the education process	13	0	13	100	0	100
Athletics is physical education	7	6	13	54	46	100
Physical education does not have the same academic prestige and importance as other courses	9	4	13	69	31	100
Physical fitness and physical education are the same	1	12	13	8	92	100
Top athletes and band members should be excused from physical education classes	3	10	13	23	77	100
A good physical education program for men and women is important in developing the individual	9	4	13	69	31	100
Do you have recreational activities during leisure time	10	3	13	77	23	100

CHART VIII

ANALYSIS OF THE SCHOOL OF ARTS AND SCIENCES

QUESTIONS	YES	NO	TOTAL	PER- CENT YES	PER- CENT NO	PER- CENT TOTAL
I like Physical Education	210	13	223	94	6	100
Recreational activities are an important part of my life	191	32	223	86	14	100
Physical Education should be discontinued	11	212	223	5	95	100
Physical education develops only the body	14	209	223	7	93	100
Physical Education is an integral part of the education process	203	20	223	91	9	100
Athletics is physical education	133	90	223	60	40	100
Physical education does not have the same academic prestige and importance of other courses	114	109	223	30	70	100
Physical fitness and physical education are the same	68	155	223	30	70	100
Top athletes and band members should be excused from physical education classes	34	189	223	15	85	100
A good physical education program for men and women is important in developing the individual	190	33	223	85	15	100
Do you have recreational activities during leisure time	208	15	223	93	7	100

CHART VIII-A

BIOLOGY

	YES	NO	TOTAL	PER- CENT YES	PER- CENT NO	PER- CENT TOTAL
I like Physical Education	13	1	14	93	7	100
Recreational activities are an important part of my life	12	2	14	86	14	100
Physical Education should be discontinued	0	14	14	0	100	100
Physical Education develops only the body	0	14	14	0	100	100
Physical Education is an integral part of the education process	12	2	14	86	14	100
Athletics is physical education	9	5	14	82	18	100
Physical education does not have the same academic prestige and importance as other courses	5	9	14	18	82	100
Physical fitness and physical education are the same	2	12	14	14	86	100
Top athletes and band members should be excused from physical education classes	3	11	14	21	79	100
A good physical education program for men and women is important in developing the individual	14	0	14	100	0	100
Do you have recreational activities during leisure time	14	0	14	100	0	100

CHART VIII-B

BUSINESS

QUESTIONS	YES	NO	TOTAL	PER- CENT YES	PER- CENT NO	PER- CENT TOTAL
I like physical education	42	2	44	95	5	100
Recreational activities are an important part of my life	34	10	44	77	23	100
Physical Education should be discontinued	4	40	44	10	90	100
Physical Education develops only the body	4	40	44	10	90	100
Physical Education is an integral part of the education process	39	5	44	89	11	100
Athletics is physical education	25	19	44	57	43	100
Physical Education does not have the same academic prestige and importance as other courses	20	24	44	45	55	100
Physical fitness and physical education are the same	16	28	44	36	64	100
Top athletes and band members should be excused from physical education classes	9	35	44	20	80	100
A good physical education program for men and women is important in developing the individual	35	9	44	80	20	100
Do you have recreational activities during leisure time	40	4	44	90	10	100

CHART VIII-C
ELEMENTARY EDUCATION

QUESTIONS	YES	NO	TOTAL	PER- CENT YES	PER- CENT NO	PER- CENT TOTAL
I like physical education	35	4	39	90	10	100
Recreational activities are an important part of my life	30	9	39	77	23	100
Physical Education should be discontinued	2	37	39	5	95	100
Physical education develops only the body	1	38	39	3	97	100
Physical education is an integral part of the education process	35	4	39	90	10	100
Athletics is physical education	25	14	39	64	36	100
Physical education does not have the same academic prestige and importance as other courses	24	15	39	62	38	100
Physical fitness and physical education are the same	11	28	39	28	72	100
Top athletes and band members should be excused from physical education	1	38	39	3	97	100
A good physical education program for men and women is important in developing the individual	37	2	39	95	5	100
Do you have recreational activities during leisure time	34	5	39	87	13	100

CHART VIII-D

ENGLISH

QUESTIONS	YES	NO	TOTAL	PER-CENT		PER-CENT TOTAL
				YES	NO	
I like Physical Education	2	1	3	67	33	100
Recreational activities are an important part of my life	2	1	3	67	33	100
Physical education should be discontinued	1	2	3	33	67	100
Physical education develops only the body	1	2	3	33	67	100
Physical education is an integral part of the education process	3	0	3	100	0	100
Athletics is physical education	1	2	3	33	67	100
Physical education does not have the same academic prestige and importance as other courses	2	1	3	67	33	100
Physical fitness and physical education are the same	2	1	3	67	33	100
Top athletes and band members should be excused from physical education classes	1	2	3	33	67	100
A good physical education program for men and women is important in developing the individual	3	0	3	100	0	100
Do you have recreational activities during leisure time	3	0	3	100	0	100

CHART IX

ANALYSIS OF THE SCHOOL OF ENGINEERING

QUESTIONS	YES	NO	TOTAL	PER- CENT YES	PER- CENT NO	PER- CENT TOTAL
I like physical education	26	1	27	96	4	100
Recreational activities are an important part of my life	24	3	27	88	12	100
Physical education should be discontinued	2	25	27	7	93	100
Physical education develops only the body	2	25	27	7	93	100
Physical education is an integral part of the education process	25	2	27	93	7	100
Athletics is physical education	19	8	27	70	30	100
Physical education does not have the same academic prestige and importance as other courses	14	13	27	52	48	100
Physical fitness and physical education are the same	11	16	27	41	59	100
Top athletes and band members should be excused from physical education classes	1	26	27	4	96	100
A good physical education program for men and women is important in developing the individual	23	4	27	85	15	100
Do you have recreational activities during leisure time	25	2	27	93	7	100

CHART X

ANALYSIS OF THE SCHOOL OF HOME ECONOMICS

QUESTIONS	YES	NO	TOTAL	PER- CENT YES	PER- CENT NO	PER- CENT TOTAL
I like physical education	13	1	14	93	7	100
Recreational activities are an important part of my life	9	5	14	64	36	100
Physical education should be discontinued	0	14	14	0	100	100
Physical education develops only the body	1	13	14	7	93	100
Physical education is an integral part of the education process	13	1	14	93	7	100
Athletics is physical education	10	4	14	71	29	100
Physical education does not have the same academic prestige and importance as other courses	6	8	14	43	57	100
Physical fitness and physical education are the same	5	9	14	36	64	100
Top athletes and band members should be excused from physical education classes	3	11	14	21	79	100
A good physical education program for men and women is important in developing the individual	13	1	14	93	7	100
Do you have recreational activities during leisure time	13	1	14	93	7	100

CHART XI

ANALYSIS OF THE SCHOOL OF INDUSTRIAL EDUCATION

QUESTIONS	YES	NO	TOTAL	PER-CENT		PER-CENT TOTAL
				YES	NO	
I like physical education	23	1	24	96	4	100
Recreational activities are an important part of my life	19	5	24	79	21	100
Physical education should be discontinued	0	24	24	0	100	100
Physical education develops only the body	4	20	24	17	83	100
Physical education is an integral part of the education process	21	3	24	88	12	100
Athletics is physical education	13	11	24	54	46	100
Physical education does not have the same academic prestige and importance as other courses	6	18	24	25	75	100
Physical fitness and physical education are the same	7	17	24	29	71	100
Top athletes and band members should be excused from physical education classes	6	18	24	25	75	100
A good physical education program for men and women is important in developing the individual	21	3	24	88	12	100
Do you have recreational activities during leisure time	22	2	24	92	8	100

CHART XII

ANALYSIS OF THE SCHOOL OF NURSING

QUESTIONS	YES	NO	TOTAL	PER- CENT YES	PER- CENT NO	PER- CENT TOTAL
I like physical education	6	0	6	100	0	100
Recreational activities are an important part of my life	5	1	6	83	17	100
Physical education should be discontinued	0	6	6	0	100	100
Physical education develops only the body	0	6	6	0	100	100
Physical education is an integral part of the education process	5	1	6	83	17	100
Athletics is physical education	4	2	6	67	33	100
Physical education does not have the same academic prestige and importance as other courses	3	3	6	50	50	100
Physical fitness and physical education are the same	2	4	6	33	67	100
Top athletes and band members should be excused from physical education classes	0	6	6	0	100	100
A good physical education program for men and women is important in developing the individual	5	1	6	83	17	100
Do you have recreational activities during leisure time	6	0	6	100	0	100

Summary of Charted Data

The information charted on the data sheets indicate, that in total, the basic attitudes concerning physical education are in general accord.

Most of those questions that would imply a negative answer, from the educators point of view, such as questions #3 and #9, did receive in fact, negative indications from the total group. The same trend was followed in answering those questions which might imply an affirmative answer.

However, it may be pointed out that there were marked differences in the attitudes concerning some fundamental questions, at various age levels. An example in this case is shown in the fluctuation of attitudes concerning the statement, "Athletics in Physical Education." At the high school level only 15% of the number interviewed gave an affirmative answer; 62% at the undergraduate level; down to 54% at the graduate students level. The vast differences in these percentages may or may not be due to the amount of concentration given to athletics at various levels of program development, but it does indicate a marked change in concept with maturation.

It may also be noted that at all levels approximately 90% of the subjects indicated that they participate in recreational activities during leisure time, this being

a positive statement of support for the extrinsic values of physical education.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Physical Education is a way of education through physical activities which are selected and carried on with regards to values and outcome in human growth, development, and behavior. Physical education is a total phase of the total education program, it aims for the same general goals that give purpose to all other learning aspects of the college. This goal is the development of well-rounded students as responsible citizens in our democratic society.

One of the most desirable ways of teaching democracy to men and women at a college level is through a well planned program of physical education. Physical Education provides a wealth of experiences which, along with others, opportunities in the curriculum are particularly important in helping each student to develop a positive attitude toward physical education.

Every student in college should have an opportunity to participate in a well-planned, well-conducted physical education program. It is evident that physical education plays a vital part in the development of all aspects of an individual. Therefore, physical education should be empha-

sized as much as any other subject in the curriculum.

It is also felt that the physical education program should be set apart from athletics and coaches should only coach, because with both jobs being of such vast importance one will go undone and in most cases it is the physical education program that suffers.

Recommendations

The students attitudes toward physical education are influenced by the teachers and our own school program.

A positive attitude may be developed in the school program by making physical education a required course in the curriculum. Time also should be taken in planning and organizing the physical education program whereby the school provides adequate play ground and equipment for physical education and all students are able to participate in various types of activities. The physical status of pupils should be recognized by a yearly physical examination before subjecting them to Physical education. The teachers of physical education can greatly influence the students attitudes by recording the progress and achievement of each student, and sometimes professional training of the teacher may stimulate the students' interest.

Perhaps through all of these recommendations, the school program can contribute to the development of positive

attitudes toward physical education, but more research in this area is needed.

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A P P E N D I X

PHYSICAL EDUCATION ATTITUDES

Male _____ Female _____ Age _____

Educational Experience: Undergrad _____

Graduate _____

High School _____

Faculty _____

Location: City _____ College _____

Educational Experience: Major _____ Minor _____

Athletic Background: Have you ever participated in competitive sports?

What recreational activities do you participate in during leisure time?

Please consider, answer Yes or No.

YES NO

1. _____ I like physical education.
2. _____ Recreational activities are an important part of my life.
3. _____ Physical education should be discontinued.
4. _____ Physical Education develops only the body.
5. _____ Physical Education is an integral part of the education process.
6. _____ Athletics is physical education.
7. _____ Physical education does not have the same academic prestige and importance as other courses.
8. _____ Physical fitness and physical education are the same.
9. _____ Top athletes and band members should be excused from physical education classes.

YES

NO

10. ____ A good physical education program for men
and women is important in developing the
individual.

11. ____ Do you have recreational activities during
leisure time?